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BOOK REVIEWS

School Teaching and School Reform. By SIR OLIVER LODGE, Principal of the University of Birmingham. London: Williams and Norgate, 1905. Pp. viii + 171.

This book is really a series of four popular lectures which were delivered before a body composed principally of secondary-school teachers in training. The titles of the chapters are as follows: "Curricula and Methods," "Chiefly on Teaching in History and Science," "Secondary School Reform in General," and "Chiefly on Boarding-School Problems."

These titles reveal little of the wide variety of topics upon which the author has briefly touched. The main bond of unity is not the orderly and systematic development of subject-matter but the spirit of modern pedagogy which permeates the treatment of all subjects. Substance is put before form, and life and function are made to precede technique. The following quotation is fairly illustrative of the general spirit of the book: "I am sure that stimulation of interest in steam engines and stars is the best way of beginning Physics. . . . I do not care to teach a youth how to measure things which in themselves he cares nothing about. Sometimes the training in a physical laboratory, designed by one who has the instincts of a physicist, is too refined and intricate for the uncultivated taste of the average youth." Yet Mr. Lodge does not minimize the value and the necessity of training in technique.

One of the interesting things about this book is the indirect light which these lectures throw upon the nature of the educational problems with which our English cousins are concerning themselves. Incidentally we learn that both the status and the method of teaching of the classical languages are more of unsettled problems with them than with us. And the problems of the boarding-school come in for a whole lecture's discussion.

IRVING E. MILLER

STATE NORMAL SCHOOL
Milwaukee, Wis.

First Steps in Mental Growth: A Series of Studies in the Psychology of Infancy. By DAVID R. MAJOR. New York: The Macmillan Co. Pp. xiii + 360.

This interesting book of Dr. Major's is based mainly upon records, observations, and experiments upon his own son, and covers only the first three years of child life. Fewer details, especially regarding sensations and motions, are given than are found in the individual studies of Preyer, Shinn, and Moore, while there is less emphasis upon theory than in Baldwin and King, less summarizing of observations of others than in Tracy, and more satisfactory interpretation than in Sully.

The general mode of treatment is to introduce a topic by some general remark as to the nature of the phenomena to be studied and the chief questions to be answered regarding its manifestation in children; then to give the results of the studies of two or three investigators, and follow it by an account of the actions of his own child with interpretations and conclusions.

The topics treated are "Development of Hand and Arm Movements" (covering especially such common activities as using a spoon, throwing a ball); "Drawing;" "Feelings," (of which fear is most fully treated); "Color;" "Number;" "Form;" "Association;" "Memory;" "Imagination;" "Play;" "Pictures;" "Behavior of the Child before His Image;" and "Language," with several appendices giving data regarding sight, hearing, learning to walk, measurements, and the record of three-quarters of an hour's activity of a baby.

The book presents no new theories or generalizations and gives no facts strikingly different from what have been previously observed and reported, but its facts are well selected and its interpretations modest and intelligent. It probably makes for students, more effectually than any other work, a connection between general psychology and child-study.

E. A. KIRKPATRICK

STATE NORMAL SCHOOL
Fitchburg, Mass.

A Four Years' Course in German for Secondary Schools. By H. K. SCHILLING, W. A. COOPER, L. J. DEMETER, and V. BUEHNER.

This little booklet has been worked out by a committee, appointed by the California Association of Teachers of German, and is intended for the guidance of teachers in the California high schools. It contains advices on reading, grammar, speaking, and composition, and gives a practical outline of the German study in high schools. We recommend it to all high-school teachers of German.

Der Steinklopfer. FERDINAND VON SAAR. Edited with an introduction, notes, and vocabulary by C. H. HANDSCHIN and E. C. ROEDDER. New York: Holt & Co., 1906.

It is a beautiful little story picturing episodes from the life of the poorer laboring classes in Austria in the fifties of the nineteenth century. Notes and an extensive vocabulary increase the usefulness of the little book which may prove to be a good reader for second- or third-year German.

Four German Comedies. Edited with notes, repetitional exercises, and vocabulary, by E. MANLY and P. S. ALLEN. Boston: Ginn & Co., 1906.

The book contains four one-act comedies of good colloquial German, and full of all sorts of fun. The comedies represent a suitable reading-material for second- and third-year German. Exercises are added which are closely based upon the text.

Bacon's New German Course. New York: Maynard, Merrill, & Co., 1906.
The Essentials of German Grammar. By A. E. DUERR. Boston: Ginn & Co., 1905.

First-Year German. By W. C. COLLAR. Boston: Ginn & Co., 1906.

Here we have three new German grammars. There is not exactly any want of German elementary textbooks. Besides the older publications by Whitney, Joyns-Meissner, and Thomas, recent years have produced various smaller and larger German